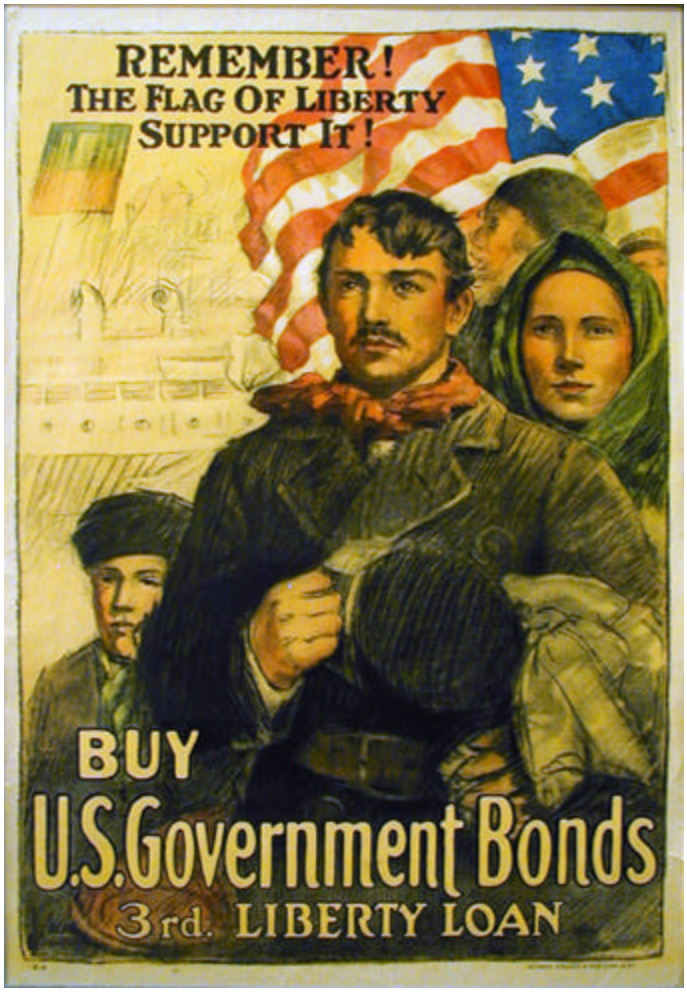
Indiana State Museum

Educational Opportunities for Your Students

New Lands – New Homes

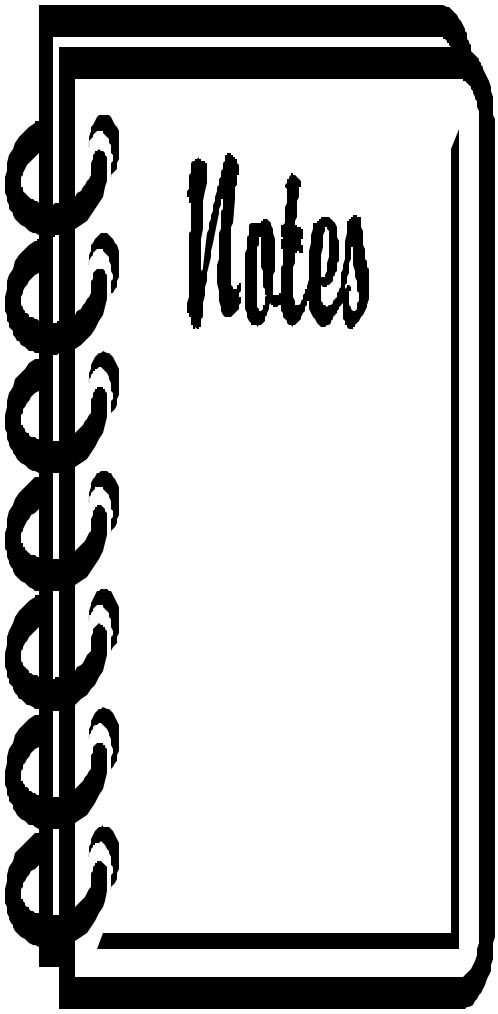
Immigration to Indiana Tour
Teacher's Packet



Self-Guided Gallery Tour
Text, Resources and Activities
Grades 3-12

New Lands – New Homes Self-Guided Tour

Grades 3-5



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A NOTE TO TEACHERS

New Lands – New Homes is a Self-Guided Tour focusing upon **immigration** and **migration** to the state of Indiana. Much of the information included in this tour, while specific to Indiana, is applicable to most of the United States. It is intended to provide you and your students with an organized, focused gallery experience while encouraging discussion and reflection. It is intended, too, to be fun and thought provoking.

The tour script will guide you through the second floor exhibits in the Indiana State Museum. Information is provided to help you in preparing your chaperons in guiding the tour. Discussion questions are included in the tour script to suggest topics and viewpoints. We encourage discourse. Activities for the classroom, both pre- and post-visit, are included, as well. These will help prepare students for the tour they are to take and help you evaluate the lessons they absorbed during your visit.

These activities are designed for a wide range of grade levels and not every activity, as written, will be appropriate for every grade level. Please feel free to adapt or drop activities to suit the needs of your students, grade, and classroom.

At the end of this packet are a bibliography and sources of further information, both paper and web-based.

New Lands – New Homes: Immigration to Indiana

"…nobody leaves their home and country because they want to, circumstance forces one to leave to seek a better life… "

-Don Lucio Martinez, Immigrant to the U.S., ca. 1910

It has become a **cliché**, but it is true: Unless you are Native American (and from a few selected tribes at that), your family came to the United States, and Indiana, from someplace else. We are, indeed, a nation – and a state – of **immigrants**. From the first non-natives to arrive, around 1670, through the present, Indiana has become the home of a riotous wealth of peoples from all over the globe.

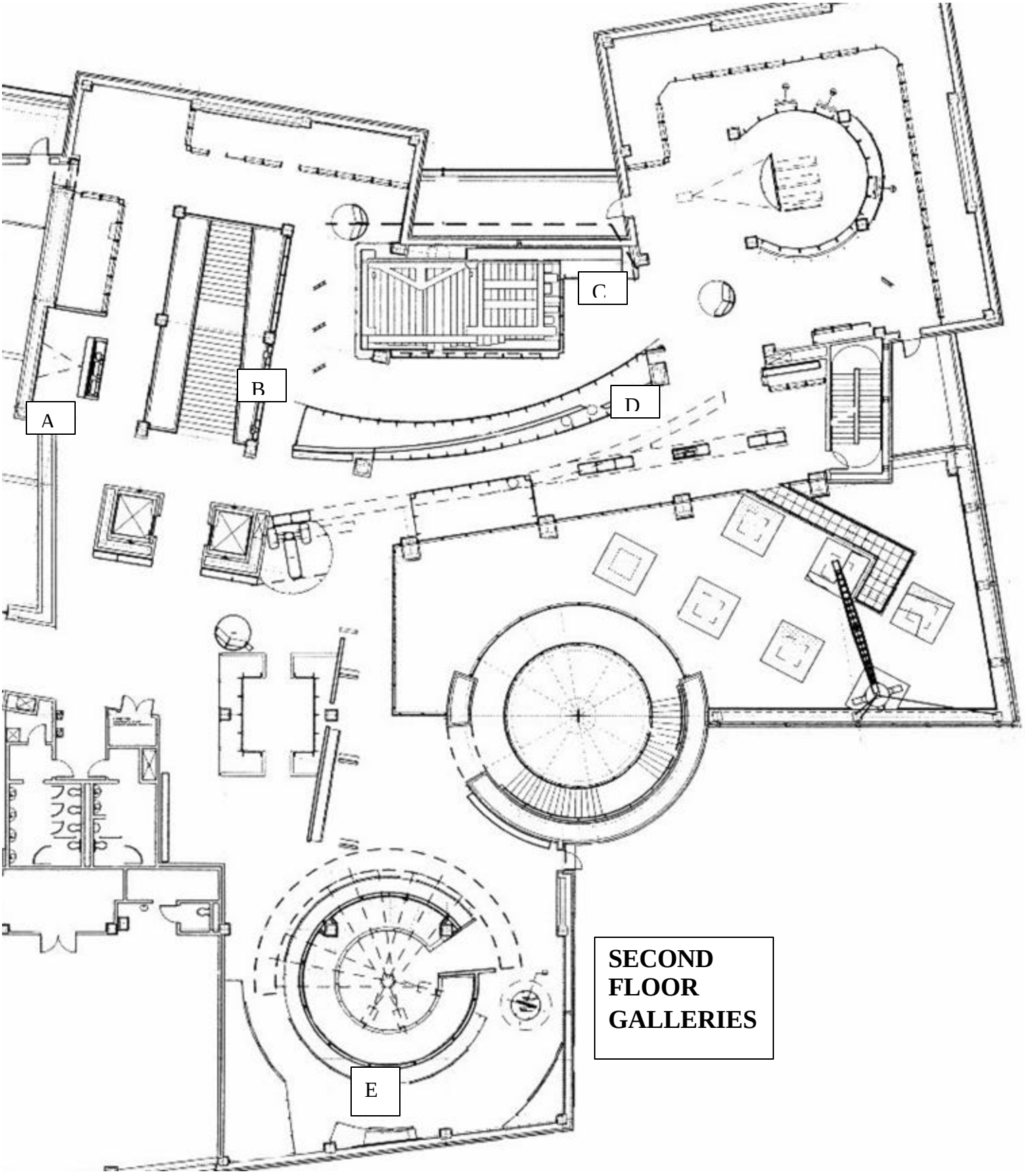
The circumstances that brought people to Indiana are as varied as definitions of the better lives they sought. The French came seeking trade. The Germans and Amish came looking for land and religious freedom. The Irish, Polish and Mexican wanted jobs and economic stability. The Asians sought educational opportunities or, like the Vietnamese, political freedom. African Americans wanted all of these. And each of these is a generalization. The motivations for immigration and **migration** blend and overlap. A "better life" has many facets.

In this same way, the road to a better life has many obstacles. In the 18th century, the French, British and Native natives who peopled what would become Indiana all spoke different languages. In the 21st century, immigrants from Latin America and India confront similar linguistic challenges when faced with English-speaking Hoosiers. In the early 20th century, Indiana wrestled with the question of **bilingual** education: German and English. A hundred years later, Hoosiers still wrestle with the question of bilingual education: Spanish and English.

In the late 19th and early 20th centuries many immigrants without specialized educations or work skills took low-paying industrial and service jobs as they fought for a toehold in their new land. Many opened small businesses and restaurants, simultaneously bringing a feeling of home to other immigrants and serving as unofficial cultural ambassadors to their new communities.

The receptions they received were not always cordial. Many immigrants and migrants were greeted with open contempt and hostility. Irish canal and railroad workers were harassed and beaten in the 1840s and '50s. The 1850 Indiana state constitution forbid African Americans from settling in the state. Co-workers shunned Mexican steel workers in the Calumet region in the 1920s. When the Great Depression hit, they were unceremoniously put on trains and deported, regardless of their legal status. In all cases, they were often seen as "strange" and "foreign," undesirable and a threat to both the job market and "our American way of life." The **Ku Klux Klan**, dormant since the 1870s, had a major nationwide resurgence in the 1920s. They were particularly successful in Indiana, where they dominated state politics throughout most of that decade.

Despite the odds against them, newcomers to the state persevered, put down roots and added their own cultures and traditions to Indiana's social landscape. Still today, people from all over the globe continue to come to the U.S., to the Midwest and to Indiana in search of a better life. This will carry on into the future as people look for religious and political freedom, economic possibilities and educational opportunities.



SECOND FLOOR GALLERIES

Leader Instructions

This self-guided tour will take you and your students through more than 200 years of migration and immigration into the land we know as Indiana. This tour will focus exclusively on non-Native peoples, through the movement of populations into and out of what became Indiana dates back to prehistoric times. Human habitation in this land dates back at least 12,000 years, and since that time, many groups have called this place home.

The tour encompasses most of the second floor of the Indiana State Museum, in the Cultural History galleries. These galleries are laid out chronologically, beginning on the north side of the building with the "Nineteenth State" gallery. The tour is laid out in a series of five stations, allowing for ease of movement and communication for your group. It is recommended that groups be broken up into smaller groups of no more than 10 – 12 students. It is not required that groups break up into five total groups – the tour will work just as well with two, three or four stations utilized at any given time.

Each station is intended to take approximately eight to nine minutes, and with time to move from station to station, the total tour should take about 50 minutes.

Because students will start out at different historical points, the text for each station will include a brief overview of the time period, including a list of world events that influenced Indiana history during the time period. It will be important, in some cases, for tour leaders to orient younger students as to the time period involved.

Each station on the tour is provided with a script, objects in the exhibit to illustrate the points made and discussion questions or talking points to use to encourage student participation. It will be helpful to photocopy and provide this information to your chaperons or other tour leaders with this text in advance so that they will have at least a nodding familiarity with the material they will be presenting. The pre-visit activities in this packet will help students prepare for the tour and the objects and concepts they will encounter in the galleries.

General Introduction to the tour

To be read aloud by the leader of each group:

Long before the place where we live was called "Indiana," it was called "home." For thousands of years people have come here looking for a home – someplace they could live and work and learn and take care of their families. For most of that time, this was home for groups of Native Americans. Some of these people settled here permanently, establishing villages and long-term communities. Others traveled in and out and around this area following herds of animals and the rhythm of the seasons.

When we think about **immigrants**, though, newcomers looking for new homes and new opportunities, we think about the people who started moving into Indiana about 250 years ago. It started with Europeans and in some cases the Africans who traveled with them, but continues to this day with people from all over the world and every country on the globe. And it will keep going tomorrow.

Today we are going to look at some of the people who came from across the country and around the world to live in Indiana. We will talk about how they got here and why they came. We will talk about what they found when they got here and look at some of the things they brought with them.

- As we go along, think about what it might have been like for people to leave their old homes and travel to new homes – often a place where they didn't know much of anyone and possibly didn't even speak the same language.
- Think about how their lives changed as they became Hoosiers and Americans.
- Think, too, about how Indiana and the United States changed as a result of the wonderful diversity of peoples came to live here.

STATION A

Station A is located at the entrance of the Nineteenth State gallery, next to the first glass case that borders the film-viewing alcove. This station begins here, continues along the gallery to the corner by the cabin, and features artifacts in the exhibit and the short film One Land, Two Peoples *(approx. 6 minutes long). Begin by pointing out the* ***Surveyor's Chain*** *in the first case.*

[Time frame: 1787 (with passage of Northwest Ordinance) – 1816.]

End of American Revolution
Little Turtle (Native Leader) defeats US troops twice
US troops under Gen. Anthony Wayne defeats Little Turtle's Indian coalition at Battle of Fallen Timbers
Ohio statehood in 1803
U.S. forces treaties on Native peoples, who migrate farther north and west
War of 1812
Tecumseh killed at Battle of Thames
Indiana statehood in 1816

The first long-term European settlers in what became Indiana were French Traders. They came to this part of the country in the early 1700s to acquire furs from the Natives in exchange for such goods as cloth, iron cookware, weapons and silver. While many of the French lived here for a long time, they didn't really come to settle the area. That started with the creation of the Northwest Territory after the American Revolution. The Northwest Territory consisted of the future states of Ohio, Indiana, Illinois, Michigan and Wisconsin.

The new United States government sent **surveyors** out to map out and divide up the land to sell it off to new settlers. They used chains, like this one in the case, to measure the land into squares, and settlers would buy squares of land to live on and farm. The problem with that is that there were already people living here – the Natives. Behind you, on the big columns, are portraits of the two most important figures in this problem of owning and dividing up the land – William Henry Harrison, who was the Governor of the Territory, and Tecumseh, who tried to build a coalition of Native peoples to resist the loss of Indian lands to the whites. Want to watch a little movie about these two men, and the problem they found themselves fighting over?

Direct group around the case and into the film-viewing alcove. Some students may have to stand to watch the film.

STATION B

Station B is located at the entrance to the Hoosier Way gallery, by the end of the canal lock. It focuses on objects in the first exhibit case across from the lock. Begin by finding the German language recruiting poster. This poster was a typical way in which US companies advertised for workers in other countries.

[Timeframe: 1830 – 1865.]

Indiana's 'Canal Era' (1830 – 1850)
Mexican War and annexation of CA and SW U.S. from Mexico (1848)
Irish potato famine (1840s)
Failed German Religious and Political Revolutions (1840s)
Fugitive Slave Law passed
Indiana writes new state constitution (1850 – 1851)
US Civil War (1861 – 1865)
Emancipation of slaves (1863)

Why did people from other countries come to the United States, and then to Indiana? There were lots of reasons. This poster was used by a cotton mill in Cannelton, Indiana, to advertise jobs to Germans who might want to come to Indiana looking for work. Lots of companies and industries in the United States were hungry for workers. They sent out advertisements and even recruiters to encourage people to immigrate. They promised them good jobs at good pay, chances for education for their children and a chance to make a new start in life.

Most of the people who came to Indiana looking for that new start in life were poor. Often times they had to sell off their lands and possessions to pay for their trip to the U.S. If they came from anywhere but Canada or South and Central America, they had to come by ocean voyage. These boat trips were long and hazardous and most people were packed into boats jammed with as many people as could possibly fit. They had to be very selective about what they could bring with them.

In this case are a handful of things that were brought to Indiana by immigrants. Look at this beautiful **Kiddush** cup. It was made in Bavaria (a part of Germany) and brought over by a man named Leopold Levy. Kiddush cups are used in some Jewish religious rituals.

Discussion questions:
Look at the cup. See how delicate and fragile it looks. What sort of travel do you think Mr. Levy must have engaged in to get from Bavaria to Indiana? How do you think he would have protected the cup? Why would he go to so much trouble for a cup?

Point out the Letter of Introduction in the same case.

Not everyone who settled in Indiana came from another country. Some people **migrated** from other states or areas of this country. This is a letter from a man in North Carolina named George Mendenhall to his friend in Indiana, Isaac Gardner. The purpose of the letter is to introduce Mr. Gardner to James Ampey, who was moving to Indiana to settle. Mendenhall and Gardner were Quakers, a religious group that was known for its opposition to slavery. Ampey was an African

American. During the 19th century, thousands of African Americans moved to Indiana to settle. Most of them were free men and women, and not escaped slaves.

Point out the fragments of pottery, dishes and slate pencils.

All of these items were found at the site of a settlement named Lick Creek. Lick Creek was in southern Indiana, near the town of Paoli. This settlement was home to hundreds of African-American farmers and settlers. It was also home to a number of white Quakers.

Like their fellow settlers from Europe, African Americans came to Indiana looking for land, jobs and educational opportunities. Turn around now and have a look at the big, wooden frame behind us. What you are looking at is a **canal lock**. In the early 1800s, up until about 1840, Indiana was engaged in a huge project to build canals, which are like man-made rivers. They were building these to make travel and the transportation of crops and goods easier and cheaper. Some immigrants came to Indiana *on* canals, but even more came to Indiana to *build* canals.

Building canals was hard work and took the efforts of thousands of people. Many workers on the canal were recent immigrants from Germany, England and Ireland. Often times, work crews consisted of groups of men who didn't speak the same languages or who, like the English and Irish, were bitter political enemies. It wasn't unusual for fights to break out, especially if one group discovered that they were being paid less than members of another group. Despite all of that, many of the men who built the canals stayed on in Indiana after that work was finished. Many stopped working on canals and started working on an even bigger transportation project: the railroads.

Discussion Questions:

Moving to a new place to find work is a very common occurrence. Has your family ever moved to another place so that your Mom or Dad could take a new or better job? Did you move to a new city? A new state? A new country? What was it like to make a new home and new friends? Have you ever moved to or visited a place where you didn't speak the same language as everybody else? How did you learn to communicate?

STATION C

Station C begins at the "railroad tracks" on the floor at the end of Hoosier Way and beginning of the Crossroads gallery.

[Timeframe: 1880 – 1915.]

Full flower of railroads
Major immigration of Chinese railroad workers (1860s – 70s)
End of 'Opium Wars' and Boxer Rebellion in China (1890s)
Full industrialization of the Northern U.S. states
Chinese exclusion Acts (limiting and barring Chinese immigration)
Founding of steel industry in NW Indiana Calumet area
Mexican Revolution (1910 – 1923)
Major political unrest in Eastern Europe – outbreak of WWI (1914)

The railroad was the greatest innovation in travel and transportation since the invention of the wheel. For the first time, average people could travel over great distances at great speed. At the end of the

Civil War, there was a great migration of people from the south, mostly newly freed African Americans, to the north, where factories and industry was booming and creating a lot of new jobs that required a lot of new workers. Some of those jobs were building the railroads themselves. Let's take a little trip ourselves.

Lead group around the outside of the circular exhibit area to the area behind it. Stop at the back wheels of the green wagon. Look for the little green book titled "ABCLEDNICK za Ameriski Slovence."

The late 19th century saw great numbers of new Americans and new Hoosiers arrive to work in the new factories springing up all over the nation and especially here in the Midwest. Like the people who came before them, many of them couldn't speak, read or write English. A lot of folks couldn't read or write their own languages very well, either. Remember that while people of all kinds of educational backgrounds have always come to Indiana and the U.S., most people who came looking for economic opportunities were poor, struggling people who did not have a lot of previous education. This little book was printed to help teach Slovenians to read and write their own language. English would come later. Again, like many people who move to new homes in new lands, the Slovenians naturally tended to work, live and socialize with each other. Local Slovenian lodges and clubs awarded the pins and ribbons you see here. These clubs allowed newcomers in a strange land and society to relax and spend time with other people who understood them and what they were going through in adjusting to their new lives.

Move to the front wheels of the wagon and point out the student workbook.

An Indianapolis school kid used this workbook in 1896. If you look closely, you can see that the lessons she worked on are in both English and German. Indianapolis schools, like many of places, offered **bilingual** education over a hundred years ago. Several German-Language newspapers were published in Indiana in the late 1800s and early 1900s. Many large cities have neighborhoods where people from similar backgrounds live near each other. Indianapolis still has neighborhoods that are predominantly German, Slovenian, Mexican, Korean or Vietnamese.

Continue around the corner to the short wall featuring the steel industry in the Calumet area.

More than any other part of the state, the area up north, near Chicago, attracted thousands and thousands of immigrants and migrants. The birth of the steel industry around the turn of the 20th century created almost countless new jobs. In 1900, the city of Gary didn't even exist. By 1920, it was one of the largest cities in Indiana. It was founded in 1906 by the U.S. Steel Company – created solely to make steel and to give the workers someplace to live. It was named after Elbert H. Gary, the president of the company, who called it "The Magic City of Steel." For hundreds of thousands of new Hoosiers, it became home. For the first time in Indiana history, immigrants from Mexico and Central America began to move into the state and add their languages, foods and traditions to the **cultural** mix.

Discussion Questions:

Does your school offer bilingual classes? What do you think would be the hardest part of learning a new language in a new country?

Does your town or city have ethnic neighborhoods where people from the same parts of the world live near one another? Do you ever visit those neighborhoods? What do you see and hear there? What do you do there?

STATION D

Station D begins at the entrance to the Enterprise Indiana *gallery. Briefly call attention to the short, WWI exhibit case.*

[Time frame: 1915 – 1930]

World War I (1914 – 1917)
Realignment of Eastern Europe and Balkan States
Resurgence of the Ku Klux Klan (1920s)
Creation of the Soviet Union (1919)
Fall of Chinese Empire (1920s)
Passage of further Alien Exclusion legislation

The First World War changed a lot of things. One of the effects in the United States was a great swell of anti-German feeling. Indiana, as did a number of other places, stopped German-English bilingual education. German-language newspapers went out of business. German-American owned businesses changed their names overnight. Some citizens with German last names changed the spelling to seem more "American." There were even reports of attacks on German shepherd and dachshund dogs!

Turn students' attention to the first section of the long case against the wall – in particular the War Bonds poster.

Among the lingering effects of World War I was a growing suspicion of, and hostility toward, "foreigners" and immigrants. For every image like this one *(bond poster)* that presented the U.S. as a haven of freedom and liberty for all, there was an image like this one *(point out poster of scowling Uncle Sam asking 'What kind of American are you?')*. And in many states, including Indiana, one like this *(point out Klan robe)*.

The original Ku Klux Klan disappeared in the years after the Civil War, but it was revived again, on a massive scale, in the 1910s and –20s. While the Klan was never friendly toward African Americans, the primary targets of the "new" Klan were immigrants and Catholics. Ignoring their own immigrant roots in the past, Klan members insisted upon "100% Americanism" in others. As a result, new immigrants tried more than ever to **assimilate** and quickly fit into American society.

Point out the camisole and drawers in the exhibit case.

Even your underwear might not be "American" enough. These garments were brought to Indiana by a young woman who moved here from the island of Sicily, off the southern coast of Italy. She quickly put them away and replaced them with "modern, American" underclothes in order to feel more like she fit in. Look again at the War Bonds poster. *(Ask students:)* How do you know that the people depicted are intended to be immigrants? This image is a **stereotype** of European immigrants and depicts them wearing "foreign" and unfashionable clothing, including their scarves and hats. This is a positive stereotype, as they are depicted as upright, healthy and serious-minded.

Immigrants weren't the only people moving into Indiana at this time. There was another, large wave of migration of southern African Americans looking for better jobs and educations in the north. As the Klan robes, records and signs indicate, they, too, were not always considered welcome. They were often victims of negative stereotypes and prejudices. As recently as 1930, two black teenagers, accused

of assaulting two white people, were **lynched** in Marion, Indiana, without benefit of so much as a trial. *(Show students photograph of lynching in exhibit.)*

Discussion Questions:

What other things can you find in this case intended to encourage newcomers to give up their "old" ways and become more "American?" In what ways do contemporary newcomers try to assimilate in U.S. society?

In what ways have new citizens from other cultures changed the U.S. culture? In what ways is your life different because of immigrants from around the world? (Think of food, music, clothing, and language.)

STATION E

Station E is located at the far end of the 2nd floor galleries, behind the "Hoosier Originals" exhibit, in front of the Popular Culture case (featuring contemporary toys, caps, etc.).

[Time frame: 1970 – Present]

End of the Viet Nam war (1974)
Nixon resigns Presidency
U.S. Bicentennial
Fall of Soviet Union – End of Cold War
Independence Movements/Conflicts in Eastern Europe and Balkan States
Pan Am Games held in Indianapolis – 1987
North American Free Trade Agreement

There are only two objects in this gallery that in any way reflect the immigration experience in Indiana: The Pan Am Games ball cap and the Dias de los Muertos *poster. This section of the tour will be mostly focused discussion. Start by pointing out the ball cap.*

This baseball cap doesn't look much like something that reflects immigration, but it really does. Large groups of visitors from Mexico, Central and South America came to Indiana for the first time when Indianapolis hosted the **Pan American Games** in 1987. Upon their return home, they talked favorably about the city and the state. While these visitors did not move to Indiana themselves, their experiences and the publicity the city received on television and in the newspapers, brought it to the attention of potential immigrants. For the first time since the steel boom of the 1910s and 1920s, Spanish-speaking peoples began moving to Indiana in large numbers again.

At first they moved primarily to Indianapolis and the Gary – East Chicago areas, where small, but vibrant communities already existed, but soon they found new homes all over the Hoosier state. *(Bring students' attention to the* Dias de los Muertos *poster.)* They brought with them a whole new set of cultures, traditions and celebrations. The Mexican celebration of The Day of the Dead has become a regular part of many cities and towns.

It is not just this hemisphere, though, that has discovered Indiana. New Hoosiers have come from all over the world. Large companies in Indiana are now doing business all over the globe and these companies, like their 19th century counterparts, are recruiting workers everywhere. Newcomers are here from Southeast Asia—countries like India, China, Japan and Viet Nam. Many are coming as part of their work, but people have also come to attend colleges and universities and to look for economic opportunities unavailable in their original countries. During and after the Viet Nam war, many people

came to Indiana from Viet Nam, Thailand, Laos and Cambodia. They came seeking political freedoms and to escape from the violence of war.

Discussion questions:

How do you think the experiences of recent newcomers might be different from people who came to Indiana 100 years ago? Do you think it would be easier or more difficult? Might it be both?

Many newcomers to the United States find opportunities by opening restaurants that serve foods from their original homes. Have you eaten in restaurants that feature foods from other cultures? What kind were they? Do you think that eating foods from another culture can teach you something about that culture? If so, what sorts of things? What kinds of things cannot *be learned?*

The Indiana State Museum has a large collection of objects brought to America and Indiana by immigrants who came to the state in the 18th and early 19th centuries. However, our collection does not have much from recent newcomers. Why do you think that might be? [There are a number of factors involved in this. Many student answers will be legitimate. One major reason is that many recent immigrants are still using *things they brought with them. Most donations to the museum come from 3rd or 4th generations – people who have less direct connection with the objects they are donating and think of them as "old" things, or no longer of practical use. Another factor is globalization. In many instances, kids in Oaxaca, Seoul, Paris, or Prague are wearing the same clothes, listening to the same music, watching the same movies, and so on. This is not to say that there are not still important culture-specific objects, but there are fewer of them. What other ideas do your students have?]*

If you wanted to donate something to the Indiana State Museum that would help tell the story of you and your family, what would it be?

V O C A B U L A R Y

Assimilation: the adaptation to, and/or blending into, a dominant culture. This usually involves adopting the dominant cultures dress, language and social behavior.

Bilingual: literally, "of two languages," refers to ability to read, write and/or speak two languages. Bilingual Education refers to educational instruction in two languages.

Canal/canal lock: A canal is a man-made waterway, usually built to connect two natural bodies of water. Indiana built an extensive series of canals in the first half of the 18th century. A "lock" is a specialized section of a canal that adjusts for changes in water depth and elevation.

Cliché: an overused, old saying; a saying used so much that it begins to lose its meaning.

Culture: the combined set of beliefs, behaviors, customs and traditions common to a particular group of people.

Ethnic: of or relating to a social, political, religious or cultural group, most often used for "minority" groups within a given society.

Immigrant: a person who leaves one country to settle permanently in another. Some immigrants are "accidental," that is, they move to a new place intending to stay only temporarily, but actually stay permanently.

Kiddush: the traditional Jewish blessing and prayer recited over bread or a cup of wine on the eve of the Sabbath or a festival. A Kiddush Cup is the cup used for the wine.

Ku Klux Klan: a secret society devoted to the idea of white, protestant, (U.S.) American supremacy.

Lynch: to execute someone without due process of the law. Most usage of "lynch" or "lynching" refers to hanging, usually by a mob or crowd.

Migrant: a person who moves from one part of a country or region to another, often in search of employment.

Stereotype: a simplistic characterization of a given group of people as conforming to a single set of beliefs or behaviors; i.e., "All men are childish."

Surveyor: a person who maps out an area of land, establishing boundaries by means of angles and distances.

Before the Tour: Activities for the Classroom

Activity # 1 Where in the World Did You Come From?

Objective: Students will examine their own family roots and those of their classmates. Students will use maps to identify points of origin for various immigrant groups and place methods of transportation within historical contexts. Students will identify major pre-air travel transportation routes.

Materials:

- Wall-sized world map
- Push pins or stickers
- Yarn or colored string

Indiana Educational Standards:

Social Studies: 3.1; 3.3; 3.5; 4.1; 4.3; 4.5; 5.3; 5.5; 8.3; 8.5; WG.4; USH.1; USH.2; USH.4; USH.8

Instructions:

1. After general discussion of immigration, ask students if they know where their families originally came from and when. Some students will know this information; some will not.
2. Assign students the task of talking with their parents or grandparents about their families' countries of origin, and when and how they came to the U.S. and Indiana.
3. Once students have collected this information, have each student identify these countries of origin on the world map and signify each with a sticker or push pin.
4. Place a pin in your town or city in Indiana. (If you are a consolidated school, place pins, as possible, in all of the towns your students live in.)
5. Have students mark the path from their families' place of origin to your town or city by stringing yarn between pins.
6. Based upon the modes of transportation available in the eras when their families immigrated (i.e., horse and wagon, boat or ship, railways, air travel, etc.), have students hypothesize the route and methods of transportation, their families might have taken to come to the U.S., and then Indiana. Have them identify rivers, oceans, etc. that their immigrant ancestors might have traveled.

Activity # 2 Who Are "These People?"

Objectives: Students will analyze and make inferences from an historic speech. Students will put attitudes towards immigrants into an historic context. Students will examine prejudices and negative reactions to immigrants.

Materials:

- Historic Text (attached)

Indiana Educational Standards:

Social Studies: 3.1; 3.3; 3.5; 4.1; 4.3; 4.5; 5.3; 5.5; 8.3; 8.5; WG.4; USH.1; USH.2; USH.4; USH.8; S.2; S.4; S.8

Instructions:

1. Inform class that they are going to hear an excerpt from a speech by a famous U.S. politician.
2. Read the historic text. You may also distribute the text to students and have them read along, or have them read it themselves. Its impact is greater when read aloud.
3. Have students posit ideas as to who wrote the speech. When was it written? Who is the speaker talking about?
4. Once students have suggested some possible answers to the questions above, have them discuss the speech in a bit more detail (it will be good for them to have copies of the text at this point): What issues does the speaker address? What are the speakers concerns? What parts of the speech are facts and which are opinion? Does the speaker attempt to present opinion as fact?
5. Have students write short responses to the speaker's comments.
6. Students can now be told the speech was delivered by Benjamin Franklin in the mid-1700s and "these people" were German immigrants. (The language has been slightly modernized. In fairness to Franklin, he also established the first German language newspaper in the colonies and, after independence, authored the first U.S. – German "Friendship" treaty.)
7. Referring to students' answers to # 3 above, ask class what this says about the nature of responses to new immigrants. Considering that, historically, Germans comprise the largest single group of immigrants to Indiana, ask students how many of them have German ancestry.

Excerpt from a speech by a famous U.S. politician

"I agree that these people are a matter of great concern to us. I fear that one day, through their mistakes or ours, great troubles may occur. The ones who come here are usually the most stupid of their nation. Few understand our language, so we cannot communicate with them through our newspapers. Their priests and religious leaders seem to have little influence over them. They are not used to freedom and do not know how to use it properly…

"It has been reported that the young men do not believe they are true men until they have shown their manhood by beating their mothers. They do not believe they are truly free unless they also abuse and insult their teachers. And now they are coming to our country in great numbers.

"Few of their children know English. They bring in much of their own reading from their homeland and print newspapers in their own language. In some parts of our state, ads, street signs, and even some legal documents are in their own language and allowed in courts. Unless the stream of these people can be turned away from their country to other countries, they will soon outnumber us so that we will not be able to save our language or our government.

"However, I am not in favor of keeping them out entirely. All that seems necessary is to distribute them more evenly among us and set up more schools that teach English. In this way, we will preserve the true heritage of our country."

Activity # 3 Pack a Bag

Objectives: Students will explore hardships faced by late-19th and early-20th century immigrants.

Materials:

- Backpacks or paper grocery bags

Indiana Educational Standards:

Social Studies: 3.1; 3.3; 3.5; 4.1; 4.3; 4.5; 5.3; 5.5; 8.3; 8.5; WG.4; USH.1; USH.2; USH.4; USH.8; S.2; S.4; S.8

Instructions:

1. Explain to students that the most intense periods of immigration (and migration from southern states) in Indiana history were during the late-19th and early-20th centuries (essentially 1870 – 1920).
2. Give students the following scenario: It is 1917 and you and your family are leaving your home in Poland. The end of World War I has seen your hometown and country nearly destroyed and there are no jobs to be found. Your family is going to move to northern Indiana in the United States, where your father has been promised work in the new steel mills along Lake Michigan. To get to the U.S., you will have to travel on foot to a nearby city, take a railroad train to a seaport and board a ship bound for the U.S. Once in the U.S., you will take another train to Gary, Indiana. You can only take with you what you can carry.
3. Give students an empty, paper grocery bag or have them use an empty backpack. Explain to students that everything they take to Indiana must fit inside. Explain, also, that they do not have to try to guess what sorts of things kids had in Poland in 1917, but rather, they can choose from their own things.
4. Have students make a list of the things they would like to take with them to their new home. Students should save this list. Lists can be collected if you prefer.
5. Have students take their bag (or backpack) home and pack the items on their lists. Students should compile a list at home of all the things that they actually did pack and bring the list with them the next day.
6. One the second day, have the students compare their first list with the second list of what actually fit in their bags. Are the lists the same? Did students run out of space? If so, what things did they leave that they first wanted to take? Did they come up with different things at home than were on their first, school list? What sort of things did all or most students pack? Ask students to explain why they chose the sorts of items they chose.

After the Tour: Activities for the Classroom

Activity #4 What Do You Know?

Objectives: Students will learn about knowledge required of immigrants seeking citizenship and compare to their own knowledge base.

Materials:

- Quiz (Two quizzes are provided. Choose the quiz most appropriate for your grade level.)

Indiana Academic Standards:

Social Studies: 3.1; 3.3; 3.5; 4.1; 4.3; 4.5; 5.2, 5.3; 5.5; 8.3; 8.5; WG.4; USH.1; USH.2; USH.4; USH.8; S.2; S.4; S.8

Immigrants to the United States who wish to become citizens must go through a fairly lengthy process that includes several steps and requirements. One such requirement is the ability to pass a "Citizenship Test" that asks questions about U.S. history and government. The following quiz is comprised of a few of the questions, and types of questions, asked on this test.

Instructions:

1. Explain to students that prospective new citizens are required to take a test to assess their knowledge of U.S. history and government. Ask them if they think they would qualify.

2. Have students take grade-appropriate quiz.

3. Go over quiz results and allow student reaction to the questions.

4. Ask your students to design their own "citizenship test." What sort of questions would *they* ask prospective citizens? What kinds of things do they think we should all know? Answers can be listed and a new quiz can be given based upon your classes' questions. ***The Quiz on page 19 is for students in grades 3 – 6; that on page 20 is for students in grades 7 – 12.***

Citizenship Quiz

1. **Name any four of the original 13 colonies.**

   _____
   _____
   _____
   _____

2. **Who was the first president of the United States?**

   _____

3. **Who was the President of the U.S. during the Civil War?**

   _____

4. **What are the three branches of government?**

   _____
   _____
   _____

5. **How many Senators are in Congress?**

   _____

6. **Who is the head of your state government?**

   _____

7. **Name one idea mentioned in the Declaration of Independence.**

   _____

8. **Name one of our allies in World War II.**

   _____

9. **When did Indiana become a state?**

   _____

10. Why did Europeans first come to the New World?

_____

Citizenship Quiz

1. **Name 7 of the original thirteen colonies**
   _____
   _____
   _____

2. **List two qualifications to be elected President**
   _____
   _____

3. **Name Indiana's Senators**
   _____
   _____

4. **Where does Congress meet?** _____

5. **When did women receive right to the vote?**
   _____

6. **List two rights of citizens specified by the Bill of Rights**
   _____
   _____

7. **How many branches are there in state government?**_____

8. **Name two important differences between the North and South prior to the Civil War**
   _____
   _____

9. **What is the Cabinet?**
   _____
   _____

10. Who was the sixteenth President of the United States?

_____

Activity #5 CELEBRATE!

Objectives: Students will examine ethnic celebrations in Indiana and the U.S. and look at cross cultural influences in society.

Materials:

- Internet access
- Large format calendar
- Newspapers, magazines, etc.

Indiana Academic Standards:

Social Studies: 3.1; 3.3; 3.5; 4.1; 4.3; 4.5; 5.3; 5.5; 8.3; 8.5; WG.4; USH.1; USH.2; USH.4; USH.8; S.2; S.4; S.8

Our year, both personal and public, is filled with days of celebration: birthdays, anniversaries, religious and secular holidays, etc. Many celebrations have backgrounds in the cultures brought to the U.S. by immigrants from around the globe. Some, like St. Patrick's Day, have been entrenched for a century or more. Others, such as *Dia de los Muertos*, have only recently become widespread.

Instructions:

1. Have students brainstorm on holidays and celebrations, both those they take part in and those they might not, but know of. Keep a list on the blackboard. You may add to the list with some they might not think of.

2. Allow students to share personal stories of their favorite celebrations, telling why they observe or take part in them and what it means to them.

3. Using the list on the board, using their suggestions and your own, assign students a holiday or celebration to research. This can be done per individual student, in pairs, or in small groups. Try to assign celebrations that are lesser known among your students.

4. Have students (or groups) research their celebration with regard to the following: date celebrated; country or region of origin; original purpose for the event; who participates; what happens during the celebration. Students can use web searches (google.com is a good place to start), newspapers, magazines, etc.

5. Have students prepare and present short, oral reports on their assigned celebrations. Time permitting, students can create poster displays to accompany the oral reports. These can feature visuals of foods, costumes, origins of the celebration, etc.

6. Using the research sources above, have students chose an image (photo, art work, etc.) to represent their celebration and affix them to the proper date(s) on the calendar. The calendar can be hung somewhere in the classroom and the celebration days/holidays noted (or perhaps celebrated) in class.

Activity #6 Tell Me About Me

Objectives: Students will examine museum practice, use of museums as a resource, exhibition and presentation of cultural material and artifacts.

Materials:

- Student objects from home (to be used in classroom for 1 – 3 days)
- Label writing text and examples (provided)

Indiana Academic Standards:

Social Studies: 3.1; 3.5; 4.1; 4.5; 6.5; WH.11; USH.9; S.8

Station E of the Self-guided Tour at the Indiana State Museum pointed out the lack of objects available for exhibit to look at contemporary immigration. A discussion question was posited asking students to think of what object or item they would want the museum to use to help tell their own story or that of their family. In this activity, students will have a chance to answer this question in concrete form as they "donate" an object for an in-class exhibit to be written and presented by each other.

Instructions:

1. Remind students of tour station that featured only the Pan Am games ball cap and Day of the Dead poster. Ask them again to think about what object they would give the museum to use to tell their own story or that of their family. Give students the assignment of bringing in one object from home that they would use to tell their own story.

2. The following day, have each student write a paragraph describing their chosen object and what it means to them.

3. Have students exchange objects and descriptions.

4. Distribute copies of label writing text and examples and go over this text with them, allowing time for brief discussion. Explain to students that they are now museum curators and are mounting an exhibit about themselves. Their assignment is to write a label for the object they have been given. This label should briefly describe the object, who used it, how it was used, when and where it was used and, if known, where it came from. Labels should be 50 - 75 words maximum. They can be less, but not more.

5. Using desks, tables and/or shelves in the classroom, display the objects with their accompanying labels to create an exhibit of your class.

6. Have students "tour" the exhibit.

7. Have students share their observations of the exhibit discussing how well, or poorly, they think it tells the story of their class. Did they learn anything about each other they didn't know before? Did it make them curious to know more about anyone or any object?

Writing Labels

Most museums use objects (in the museum world we call them "artifacts") to try and tell the story of a person, place or thing. The idea is to use a group of artifacts that go together to form a better "picture" of the story than any single object could tell by itself. In order to help visitors understand the story, and the place of the artifacts within the story, they write labels. Labels usually, but not always, describe the artifact and tell a little bit about it. Sometimes the label will talk about what the artifact is, where it comes from, who used it, what it was used for, how it was used, and when it was used.

Sometimes we don't know the answers to all of those questions. If an artifact is very old or very unusual, there may not be a record of its use. We cannot make-up answers that we don't know; we just have to say we don't know.

Museum labels are intended to be short and to the point. They are not like writing a story or a book. The artifacts are the stars of the show. The labels are supposed to help visitors understand the artifacts better. Some labels only tell what an object is and nothing more. The labels for your exhibit will try to do more than that, but remember that you want to use your words to help people learn by *looking* at things, not just reading about them.

To help give you some ideas, here are some example labels describing artifacts found in the galleries of the Indiana State Museum.

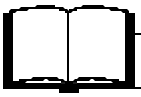
Ticket Punch for interurban tickets, ca.* 1910. Ticket punches like this were used by Interurban train conductors to keep track of riders and their destinations. From the 1890s through the 1940s, interurban trains, carried passengers all around Indiana, from city to city and from place to place within cities.
("Ca." is short for "circa," a Latin word that means "about" or "around." Historians and others use ca. when an exact date for an artifact is unknown, but when we know "about" when something was made or used. Usually it means within ten years of the date listed. Therefore, "ca. 1910" means "between 1900 and 1920.")

1916 Republican Nation Convention Ribbon and Badge. This ribbon was worn by a convention delegate from Indiana. The delegation from Indiana was responsible for casting the state's votes to help decide who would be the Republican candidate for the Presidency. Charles Fairbanks from Indiana was nominated to run for Vice President, but Democrat Woodrow Wilson was reelected, along with VP Thomas Marshall, also from Indiana.

Quaker Woman's Dress, ca. 1840. Many Quakers, members of a Christian religious denomination, moved to Indiana from the South in the first decades of the 19th century. Quakers were often known for their opposition to slavery. They also promoted a plain and simple way of life, reflected in their plain, unadorned styles of clothing.

"Brady Bunch" lunchbox, 1975. Like many television shows popular with kids, *The Brady Bunch* marketed a number of products featuring pictures of the show's stars. You could not only carry your

lunch to school with the Bunch, but also read *Brady Bunch* comics and play the *Brady Bunch* game and wear *Brady Bunch* t-shirts.



RESOURCES

Books

Cayton, Andrew R.L. *Frontier Indiana*, Indiana University Press.

Escobar, Edward J., and James B. Lane. *Forging a Community: The Latino Experience in Indiana, 1919 – 1975,* Indiana University Press.

Gibbs, Wilma, ed. *Indiana's African-American Heritage,* Indiana Historical Society.

Krapf, Norbert. *Finding the Grain: Pioneer German Journals and Letters from DuBois Co., Indiana,* self-published.

Madison, James H. *The Indiana Way,* Indiana University Press.

Olmos, Edward James, *et al. Americanos: Latino Life in America,* Little Brown & Co.

Taylor, Robert M., and Connie A. McBirney, eds. *Peopling Indiana: The Ethnic Experience,* Indiana Historical Society.

Web Sites

Who do YOU think you are? Very informative and useful site from the Indiana Historical Society looking at immigration in the U.S. and Indiana. Includes visual archives. www.indianahistory.org/programming/immigration.

The Immigration Story of Ernst Bohning, 1843. Interesting family history site featuring memoir of Ernst Bohning, who came to Indiana from Barkhausen, Prussia, to Cleveland, OH (and then Indiana), and the diary of Michael Redke, who came from Prussia to Indiana in 1848. Lots of documentation and extras. http://members.aol.com/elasabe/sitequik.

Immigration and Caricature: Ethnic Images from the Appel Collection. On-line exhibit from Michigan State University offers a wealth of visuals from 19th and early 20th century newspapers and periodicals. Strong images of ethnic stereotypes; offensive if not presented in context. http://msu.edu/rc/collection/appel/exhibit.

Indiana State Museum

IMMIGRATION SELF-GUIDED TOUR EVALUATION

Your feedback is important to us. We welcome your comments to help us make sure our tours and lessons fit educators' needs. Please check your responses and return to the Indiana State Museum. You may return the evaluation by mail, fax, or e-mail to:

Attention: Phil Hundley, Cultural History Program Developer, phundley@dnr.state.in.us

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1. Did you find the tour script and activities easy to understand and use?
   Yes ___ No ___ Not sure ___
   If "no," what was the problem? _____
   _____
2. Were the connections to the state standards appropriate?
   Yes ___ No ___ Not sure ___
   Comments: _____
3. Was the length of the tour
   too short? ___ too long? ___ just right? ___
   Comments: _____
4. Was the length of the activities
   too short? ___ too long? ___ just right? ___
   Comments: _____
5. Was the tour and activities appropriate for the grade/ability level of your students?
   Yes ___ No ___ Not sure ___
   Comments: _____
6. What activity did your students like the best? _____
7. What activity did your student like the least? _____
   Why? _____
   How could we improve it? _____
8. Did your group's chaperons find the tour script easy to follow?
   Yes ___ No ___ Not sure ___
9. Was the gallery map
   Just right ___ Needed more information ___
   What addition information would be useful? _____
   _____
10. Additional comments: _____
    _____

Thank you for your comments!

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